East Greenwich Schools

Intervention Design Helper

*As designed by Ruth Aspy and Barry G Grossman*

Name: Child Date: 1/19/12

Recorder: Patricia Rakovic

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| Underlying Characteristics | Intervention |
| Communication  #33 Communication: Gives false impression of understanding more than he/she actually does.  # 37:Communication: difficulty following  Directions | Structured and predictable classroom with fewest interruptions and transitions possible. Assists him in understanding the expectations and vocabulary that might be occurring. (  Directions and problem solving tasks broken down into one or two steps of time and repeated as needed. He has a restricted ability to remember  directions and some directional words are not known.  Comprehension checks when providing direction by allowing him to paraphrase back to the teacher or complete part of the task.  Direct teaching of vocabulary related to the curriculum  Dictionary of terms used so Child has a way to find them  Use of technology to work on auditory processing, Earobics, Hear Builders  Use gestures and body language meaningfully in a pronounced way so that the child has time to make the association  directions and some directional words are not known.  Comprehension checks when providing direction by allowing him to paraphrase back to the teacher or complete part of the task.  Direct teaching of vocabulary related to the curriculum  Dictionary of terms used so Child has a way to find them  Use of technology to work on auditory processing, Earobics, Hear Builders  Use gestures and body language meaningfully in a pronounced way so that the child has time to make the association |

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| Underlying Characteristics | Intervention |
| Emotional Vulnerability  # 76 Is easily stressed- worries obsessively  #78 : Has unusual fear response  #89 Has difficulty managing stress and/or  Anxiety | Structured and predictable classroom  Daily Visual Schedule   * take it everywhere. * Reminders to use the checklist on the visual schedule   Quiet work environment  Breaks as needed . Administer work in small segments to avoid overwhelming situations.  Social stories.  Opportunities for movement in his classroom.  Sensory breaks as needed.  Verbal and gestural encouragement.  Classroom rules are clearly posted and reviewed often.  Incentives for adaptive behavior and consequences from maladaptive behaviors should be clear.  Allay fears of the unknown by exposing Child to new activity, teacher, class, school and so forth beforehand and putting it on the schedule  Encourage social interaction skills.  Give leadership roles with clear expectations when possible.  Direct frequent questions to Child in group settings to help him attend to the lesson.  Social worker will observe child in a variety of areas as per RTI and give staff suggestions as to anxiety treatment. |

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| Underlying Characteristics | Intervention |
| Cognitive Differences  # 56 Displays weakness in reading comprehension with strong word recognition  #60 Cognitive Has attention problems  # 59 Cognitive: has academic skills deficit | preferential seating to minimize distraction,  Graphic organizers made available  Prompts and cues to use organizers and remain on task.  Identify and establish a nonverbal sign with Child for times when it appears he is not attending.  Physically move to the child’s level, establishing attention,  Be animated use visual props  If there is something that needs particular attention give a cue ( tap on shoulder, say name or use a key word “listen”)  Child will benefit from small group reading sessions that incorporate a sequential, phonics-based, reading program.  Leveled reading books along with reading checklists that outline the expectations for pre-reading tasks, decoding strategies, and comprehension strategies should be a mainstay in his reading program.  Small group sessions should include monitoring his use of comprehension strategies and story recall ability.  The use of a story grammar marker or other graphic organizer will assist Child  Child will most likely benefit from very small group writing groups that focus on using a variety of sentences types in both fiction and nonfiction.  Small group instruction should include graphic symbols that allow students to tactilely manipulate sentence design as they express thoughts and ideas in writing with the concepts and skills taught sequentially and logically. One example of a program utilizing these techniques is the “Framing Your Thoughts” writing program.  Writing instruction should also include regular practice with the use of the writing process to help him create writing with a clear beginning, middle, and end.  Writing sessions should always have access to graphic organizers. He should be encouraged to use of the graphic organizers as a tool in planning and his writing.  He will benefit from staff assistance when brainstorming, editing and revising his work. He will require extended time to complete writing assignments  In math, Child should be given hands-on tasks and manipulatives whenever possible.  Multistep problems such as regrouping, word problems, graphing, etc. should be broken down into the smallest possible steps.  He will benefit from the use of graphic organizers such as number lines, hundreds, charts and other visual aids when working in math.  Child should continue to practice number operations, basic math facts, and mental math strategies to increase his math fluency.  He will benefit from small group math sessions that focus on secure skills and assistance with word problems or other multistep problems.  Child will benefit from repeated lessons and practice to aid in his ability to retain information.  Child should be asked to paraphrase directions back to staff.  Child will benefit from a staff or peer helper whenever possible.  Child should be given the opportunity for frequent breaks.  Child benefits from a positive reward system |

Sensory and Biological SB

Reinforcement Intervention RI

Structure & Visual/Tactile SV

Task Demand Intervention TD

Skill Intervention: SI